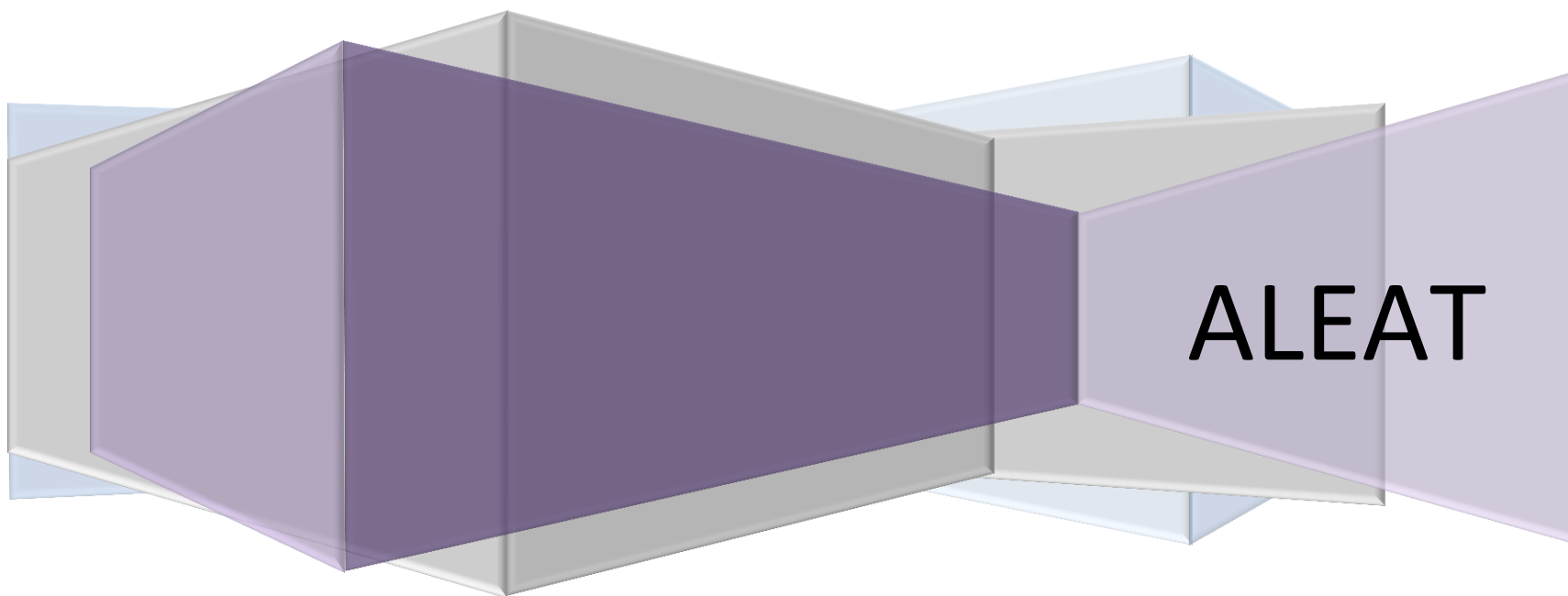




Arizona Department of Education

# Standards for Effective LEAs and Continuous Improvement Plans





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# ***Standards for Effective LEAs and the Continuous Improvement Plan***

## ***Overview***

Engaging in Continuous Improvement is one of the most important processes that an LEA can undertake. Developing a Continuous Improvement Plan (CIP) demonstrates that the LEA has a systemic and systematic approach to the work of educating its students. Using the **Standards for Effective LEAs** to assess the critical aspects of LEA operations empowers the LEA – no matter the size or the types of programs and services offered – to reach goals, improve results, and become more effective by aligning the plans, processes, and decisions you make.

The LEA Continuous Improvement Plan, **due on October 1, 2014**, meets two purposes:

- To demonstrate how your LEA has assessed its position in relation to achievement of **Standards for Effective LEAs** and how it intends to implement a continuous improvement process to drive student achievement efforts and, as in previous years,
- To grant an LEA the authority to receive and expend federal funds, especially ESEA funds. **NOTE:** The FY15 ESEA Consolidated Application is also **due on October 1, 2014**.

## ***Continuous Improvement***

**Standard 1 – Continuous Improvement** - is the keystone that serves to organize all of the other systems as defined in the remaining five **Standards**. The profile of the [2012 Broad Prize winner](#) for most improved urban district, as described in this summary, recognizes the LEA for implementing continuous improvement as an Exemplary Practice Related to Student Achievement, a process available to all LEAs:

By engaging in a comprehensive strategic planning process, an LEA calls on all stakeholders to think broadly about the LEA's identity, priorities, and goals. LEA leaders define student achievement as the central objective and then ask these three questions:

What are we doing well?      What could we be doing better?      What are the greatest upcoming challenges?

## **Needs Assessment**

To answer these questions, a needs assessment should be conducted, including the **Self-Readiness Assessment** for schools in improvement (see page 21). Needs assessment data should be generated from teachers, administrators, parents and other stakeholders, including community members. The resulting strategic plan is based on research and evidence. The plan should be



## ***Standards for Effective LEAs and the Continuous Improvement Plan***

routinely monitored by the school board, superintendent, and school staff to ensure that it is being properly implemented while guiding the LEA to reach its goals.

Any comprehensive plan includes annual LEA performance objectives, specific strategies for achieving them, and benchmarks for monitoring progress. The initiatives in the plan, and the resources allocated to implement those initiatives, are all evaluated for their effectiveness in reaching the central objective: student achievement.

Questions like whether the use of resources is leading to increases in student achievement are also considered at every turn. As new data comes in, the results are evaluated in light of the strategic plan. If the results indicate that a particular strategy in the plan is not working, or if new ideas emerge regarding how to better meet targets, the LEA shifts its practices accordingly.

### **Assessing Your LEA and the Progress of Your Plan**

When you assess your LEA using the indicators under each Standard, you create a profile of strengths and opportunities for improvement. Under each Standard you will establish goals, strategies, and actions steps that are expected to lead to improved performance. In this way you build alignment and assess progress with performance measures derived from across the LEA.

This structure creates a focus on needs and results. Outside of the Continuous Improvement process and some statutory requirements (see attached), there is less prescription for an LEA's CIP. Each LEA must decide what are the most appropriate goals, strategies and action steps under each Standard that will lead to the best outcomes for your students, teachers, parents, and community. LEAs are encouraged to be creative and innovative when meeting the identified challenges as part of a comprehensive plan. When submitted in support of a fiscal application, the CIP incorporates strategies and action steps that reflect the proposed expenditures, which address those statutorily required elements.

### ***Directions***

Each LEA is to create a strategic plan with the overall goal of being an *effective* LEA and will record that plan in ALEAT. The Standards for Effective LEAs are listed below and defined. Below each standard are the indicators of an effective LEA. Your task is to create your own goal and one or more strategies with action steps related to one of the indicators under each Standard. The indicator you choose should be based on the results of a comprehensive needs assessment. Hint: If you have not conducted a comprehensive needs assessment, choose Indicator IMP2 for Standard 1.

Once you have reviewed the Standards, read the General Continuous Improvement Plan Components (page 7) that are required by the Elementary and Secondary Education Act (ESEA).



## ***Standards for Effective LEAs and the Continuous Improvement Plan***

1. **Continuous Improvement:** A cycle resulting in constant, data-driven examination of what is working and why; what is not working and why; and what actions individuals will take to assume responsibility for increased performance in all of the organizational systems and structures within the LEA.

***An effective LEA:***

*IMP1 - Commits to a culture of continuous improvement.*

*IMP2 - Conducts a comprehensive needs assessment.*

*IMP3 - Establishes goals, strategies, and action steps aligned with identified needs as the basis for the continuous improvement plan.*

*IMP 4 - Implements the continuous improvement plan with fidelity.*

*IMP 5 - Uses the continuous improvement process to evaluate and adjust all LEA systems.*

**Required Strategy Topics:**

Strategic Planning Process, and

Resource Management (personnel, equipment, supplies, funding, etc.)

2. **LEA Leadership:** The ability to influence people to positively change by creating a sense of urgency while maintaining a strong moral compass focused on a common vision for improving student achievement.

***An effective LEA:***

*L1 - Develops and implements a vision of learning that is shared and supported by all stakeholders.*

*L2 - Sustains a culture and instructional program conducive to student learning and staff professional growth.*

*L3 - Manages the organization to provide a safe, efficient, and effective learning environment.*

*L4 - Collaborates with faculty and community members to meet diverse community interests and needs.*

*L5 - Implements a system of academic, cultural, and fiscal accountability for every student's success.*



## ***Standards for Effective LEAs and the Continuous Improvement Plan***

3. **Curriculum and Instructional Systems:** Curriculum consists of an aligned continuum of learning outcomes designed for high student achievement. Instruction is the comprehensive delivery of the aligned curriculum

***An effective LEA:***

*CI 1 - Implements an LEA-wide comprehensive curriculum aligned to college and career ready standards.*

*CI 2 - Employs an intentional process to hire and equitably distribute content proficient and effective staff.*

*CI 3 - Applies an intentional process for selection and evaluation of programs and materials.*

*CI 4 - Provides job-embedded professional development focused on effective instructional strategies and implementation of the curriculum.*

*CI 5 - Supports a shared framework for effective, evidence-based instruction.*

4. **Supplemental Supports and Intervention Services:** Timely and additional instructional and/or behavioral services, focused on individual student needs and that are in addition to core instruction.

***An effective LEA:***

*SSIS 1 - Supports the framework that provides appropriate interventions and extended learning services for all students.*

*SSIS 2 - Provides timely and accurate data to determine interventions at the school and individual level.*

*SSIS 3 - Provides sufficient resources required to support and maintain interventions.*

*SSIS 4 - Ensures that personnel providing interventions are highly qualified and effective.*

*SSIS 5 - Supports the coordination of supplemental and intervention services.*

**Required Strategy Topic:**

Interventions for struggling students

**IMPORTANT:** The goal statement for Standard 4 must be written in SMART (Strategic, Measurable, Attainable, Results-based, Time-bound) goal format.



## ***Standards for Effective LEAs and the Continuous Improvement Plan***

5. **Data, Assessment, and Evaluation:** A cohesive, comprehensive system for assessing, analyzing and monitoring student performance and the multiple factors that influence student achievement.

***An effective LEA:***

*D1 - Maintains a data management system.*

*D2 - Maintains an assessment system to evaluate student performance.*

*D3 - Coordinates a process to collect, share, analyze, and use data for continuous improvement at all levels.*

*D4 - Sustains a data-driven culture that reinforces the continuous improvement process.*

*D5 - Measure teacher and principal effectiveness by implementing the Framework for Measuring Educator Effectiveness.*

6. **Stakeholder Relations:** Collaborative interactions among students, families, teachers, school level personnel, LEA level personnel and the greater community.

***An effective LEA:***

*SR 1 - Engages stakeholders in key decisions that impact student achievement.*

*SR 2 - Creates partnerships among families, school and LEA staff, and the community to support student performance.*

*SR 3 - Establishes lines of communication among all educational stakeholders.*



# ***Standards for Effective LEAs and the Continuous Improvement Plan***

## ***General Continuous Improvement Plan Components***

**Note:** Underlined items in [blue](#) are hyperlinks to helpful sites/documents.

The following components of an LEA Continuous Improvement Plan (CIP) are required for all LEAs. Additional requirements that are specific to targeted assistance and schoolwide Title I programs and schools that are in School Improvement status (***Pre-Intervention, Focus, Priority and SIG Priority***) will be provided within those sections beginning on page 10.

The purpose of the following is to ensure that all CIP requirements in Section 1112 of ESEA (Public Law 107-110) are met.

### ***Commitment to Continuous Improvement Process – (Appropriate placement in Goal 1)***

Develop strategies and action steps that address:

- Conducting and/or updating a comprehensive needs assessment
- Establishing priorities and goals for LEA and school-level CIPs with meaningful consultation with stakeholders
- Overseeing the implementation of CIPs and benchmarking progress on LEA and school-level CIPs
- Evaluating each portion of the plans against identified priorities and making revisions to LEA and School-level CIPs
- Promoting and sustaining continuous improvement via allocation of resources (e.g., fiscal, human, physical, time), monitoring progress and use of resources, and providing organizational structure
- Ensuring that each school is organized to maximize equitable use of all available fiscal resources to support high student and staff performance

### ***Title I Program – (Appropriate placement in Goal 4)***

Develop strategies and action steps that address:

- Establishing which identified programs and/or strategies for supporting academically at risk students are funded by Title I
- LEA providing supplemental support for children with limited English proficiency, children with disabilities, and neglected or delinquent, migratory, American Indian, homeless, and immigrant children

### ***Homeless Education – [McKinney-Vento](#)***

Develop strategies and action steps that address:

- LEA providing support services with HCY reservation of funds, including academic services, to students designated as homeless



# ***Standards for Effective LEAs and the Continuous Improvement Plan***

## **Coordination of Services**

Develop strategies and action steps that address:

- LEA coordinating services to support students receiving programmatic support from multiple programs, such as Head Start, Early Reading, limited English Proficient, children with disabilities, migratory children, neglected or delinquent youth, Native American, homeless, and immigrant children

*Consider whether these programs are complementary for the students or possibly redundant.*

## **Use of Data**

Develop strategies and action steps that address:

- LEA effectively identifying students who may be at risk of failing
- Establishing the academic indicators used to determine interventions and other supplemental services supported under Title I (For example: Galileo, Dibels, AIMSWeb, A/R, FastMath, etc.)
- Identifying additional data used, if any, to support your Title I programs and services (For example: surveys, demographic information, mobility, attendance, discipline, etc.)
- LEA using data to determine that students are making progress in meeting the College and Career Ready Standards
- LEA disseminating information of student progress to parents and teachers

## **Parent Involvement – [Title I Programs](#)**

Develop strategies and action steps that address:

- LEA supporting effective parental involvement in your schools
- Determining how established parental involvement activities support the academic success of all of your students

## **Implementing College and Career Ready Standards – [AZCCRS](#)**

Develop strategies and action steps that address:

- LEA support of the move to College and Career Ready Standards (including curricular alignment, the design of intervention services, assessments)
- LEA providing professional development for your teachers and leadership
- Identifying activities your LEA has to communicate to parents and community members



# ***Standards for Effective LEAs and the Continuous Improvement Plan***

## **Professional Development**

Develop action steps that address:

- LEA support of the PD of your staff to support high quality instructional programs, including interventions, for your students

## **Migrant Education Program – [MEP](#)**

Develop *at least* one goal that addresses the academic intervention for students identified as *Priority for Services* ([PFS](#)). The need for focusing intervention on PFS migrant students is based on the data of PFS migrant students' academic achievement trends reviewed by ADE.

- LEAs should determine needs of migrant students and how those needs relate to ***PFS migrant students***; (2) design local services; and (3) select students for the receipt of those services. LEAs are able to narrow their needs assessments because local staff has access to more precise information than is available at the SEA level. This access to critical elements allows for LEAs to identify specific needs of the children by grade levels, academic areas in which the project should focus instructional settings, instructional materials, and teaching techniques. *Title I, Part C, Sections 1304(b) and 1306(a)*

## **Title II – [Educator Excellence](#) and [ESEA Continuous Improvement Plan - A Title II-A Focus](#)**

Develop strategies and action steps that address:

- Ensuring that core teachers are highly qualified and all staff are effective
- Implementing policies & procedures for recruitment, retention and equitable distribution of its most effective teachers and principals
- Based on a needs assessment and using the teacher and principal evaluation system to drive its professional learning opportunities
- Implementing policies & procedures ensuring that all teachers and principals are evaluated fairly and consistently according to the Arizona Framework for Measuring Educator Effectiveness

## **Title III – [Office of English Language Acquisition Services \(OELAS\)](#)**

Develop strategies and action steps that address:

- LEA use of Title III funds to increase the English proficiency of limited English proficient children while providing a high-quality language instruction educational program
- Determining high-quality professional development to be provided to ELL teachers that supports a high-quality language instruction educational program



# Standards for Effective LEAs and the Continuous Improvement Plan

## Basic Requirements

LEA and School Continuous Improvement Plan requirements are based on an LEA's particular make-up and applicable requirements related to the Title I program(s) within the LEA.

**Single-site LEAs:** School districts and charter holders with only one school do not have to do a separate school-level plan. The LEA CIP is all that is required. You must ensure, however, that school-level requirements are incorporated into the LEA CIP.

**Multiple-site LEAs:** School districts and charter holders with more than one school must do an LEA CIP **and** school-level CIPs for each of their Title I schools.

## Plan Tags

**Remember!** Plan Tags indicating CIP's relationship to a program, funding source, or status **must be used** at the action step level. Use **TA** for targeted assistance programs and **SW** for schoolwide programs, plus any other applicable tags shown below.

Click on "Add Action Step," scroll down to "Tags" and check the appropriate tag. Then, click on "Save" or "Save and Add Another."	<b>NOTE!</b> Hover over each tag to see full description. Use the LEA scroll bar to see all tags.
<div><div><div>Title-I</div><div>TA</div><div>SW</div></div><div><div>TII-Salary</div><div>Title-II</div><div>Title-III</div><div>ELL</div></div><div><div>SPED</div><div>PD</div><div>CCRS</div></div><div><div>TECH</div><div>Monitor</div><div>N&amp;D</div><div>IndianEd</div></div></div> <div><div><div>PreInter</div><div>Focus</div><div>Priority</div></div><div><div>SIG-Priori</div><div>P-1</div><div>P-2</div><div>P-3</div></div><div><div>P-4</div><div>P-5</div><div>P-6</div><div>P-7</div></div><div><div>Transform</div><div>Turnaround</div></div></div> <div><div>Save</div><div>Save and Add Another</div></div>	<div><b>Tags:</b></div> <div><div>SEA</div><div><input type="checkbox"/> Title-I</div><div><input type="checkbox"/> TA</div><div><input type="checkbox"/> SW</div><div><input type="checkbox"/> TII-Salary</div><div><input type="checkbox"/> Title-II</div><div><input type="checkbox"/> Title-III</div><div><input type="checkbox"/> ELL</div><div><input type="checkbox"/> SPED</div><div><input type="checkbox"/> PD</div><div><input type="checkbox"/> CCRS</div><div><input type="checkbox"/> PreInter</div></div> <div>LEA</div>



# Standards for Effective LEAs and the Continuous Improvement Plan

## Instructions for Completing LEA and School-Level Continuous Improvement Plans

From the **Table of Contents** below, choose the scenario that applies to your LEA.

**Pages 1 – 10 above and the pages below that correspond to your LEA’s scenario should be read and completed in ALEAT.**

You do not have to read or complete in ALEAT any of the other pages that do not apply to your LEA.

Unless otherwise directed, you are finished when you get to this icon:



### Table of Contents

Scenario	Pages
<b>Single-Site LEAs</b>	
Single-Site LEA with a Targeted Assistance Title I Program – <i>Not in Improvement Status</i> . . . . .	12-14
Single-Site LEA with a Schoolwide Title I Program – <i>Not in Improvement Status</i> . . . . .	15-18
Single-Site LEA with a Targeted Assistance Title I Program – <i>In Improvement Status</i> . . . . .	19 -25
Single-Site LEA with a Schoolwide Title I Program – <i>In Improvement Status</i> . . . . .	26-32
<b>Multiple-Site LEAs</b>	
Multiple-Site LEA with all Targeted Assistance Title I Programs – <i>Not in Improvement Status</i> . . . . .	33- 35
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# ***Standards for Effective LEAs and the Continuous Improvement Plan***

## ***Single-Site LEA with a Targeted Assistance Title I Program – Not in Improvement Status***

1. Complete and upload the “Significant Revisions to ESEA Application and Continuous Improvement Plan” document in the GME system under Sections/Title I/Related Documents. The template will be provided there for you.
2. Write a goal statement for **each** Standard listed on pages 4 – 6.
  - Example of a SMART goal (required for Standard 4): *Using a Scientifically Based Research intervention model, 6<sup>th</sup> - 8<sup>th</sup> grade TI students meeting or exceeding on AIMS Reading and Math scores will increase from 70% to 85% by June of SY15.*
  - In order to fulfill the goal requirement for a school-level plan in the LEA CIP, an **additional goal** is required:
    - *To improve student achievement as measured by reading and mathematics achievement, English language proficiency, attendance, and graduation rate.*
3. Write at least one strategy for each Standard for how you intend to achieve your goal. **Note required strategy topics under Standards 1 & 4** (pages 4 - 5).

Strategy: the **tool or method** selected to achieve a goal. A strategy is . . .

  - Systematic and organized
  - Action oriented – The strategy statement must indicate action. It should be . . .
    - Goal-based
    - Research or evidence based
    - Logical
  - Example: *Implement a **scientifically based research (SBR) intervention model** for all low achieving 6<sup>th</sup> – 8<sup>th</sup> graders to significantly increase scores on the state assessments for reading and math.*
4. Write at least one action step for how you intend to implement each strategy. **Use applicable Plan Tags here (see page 10).**

Action Step: a specific effort undertaken to implement a strategy. Action steps . . .

  - Are clearly stated intentions, succinctly written, and begin with a verb
  - State how the strategy will be implemented: when, who, how and with what resources
  - Are specific and doable within the established timeframe for reaching your goal
  - Must include an evaluation to determine the success of your strategy in achieving the stated goal
    - Examples (based on the strategy provided above):
      - *Research and select the SBR intervention model*
      - *Provide PD for teachers on selected intervention*
      - *Evaluate the effectiveness of the PD*
      - *Evaluate the effectiveness of the intervention*



# ***Standards for Effective LEAs and the Continuous Improvement Plan***

## ***Single-Site LEA with a Targeted Assistance Title I Program – [Not in Improvement Status](#)***

5. Incorporate the following [required](#) school-level plan components into your LEA CIP:

### **Strengthen instruction for all students**

- Focused professional development based on the needs of the Title I staff and teachers of Title I students

### **Targeted interventions in reading and mathematics for most academically at-risk**

- Extended learning time (push-in/pull-out, before/after school, summer school, intersession, school year extension programs)
- Aligned with regular classrooms' standards-based curriculum

### **Data-driven decision making**

- Placement criteria for targeted assistance program (how you choose students for TI intervention)
- Time for data analysis and instructional planning
- Program exit criteria (how you determine when students are ready to leave the TI program)

### **Coordinated and comprehensive services**

- Parent and family engagement required
- ECAPs (Education and Career Action Plans): [Required](#) for high school; recommended for grades 5 – 8  
[ECAPs Guidance](#)

### **Family and Community Engagement:**

- Families are invited to participate in school activities and programs.
- Families are informed of opportunities that may help students who struggle in school.
- Families and community members are invited and encouraged to participate in school improvement efforts.
- School personnel actively seek out community participation in school activities and planning.
- Parent and family engagement strategies are focused on increasing student achievement.

### **Plan development, implementation, and evaluation**

- LEA support of its targeted school in the delivery of its targeted supplemental TI program
- Annual evaluations of the plan
- Use the “TA” [Plan Tag](#) for targeted assistance program at the action step level.



## ***Standards for Effective LEAs and the Continuous Improvement Plan***

### ***Single-Site LEA with a Targeted Assistance Title I Program – Not in Improvement Status***

6. **Optional:** For a more comprehensive plan, incorporate the following via strategies and/or action steps in your LEA CIP:

#### **Provide strong school leadership**

##### Effective school leadership includes:

- A shared vision and mission are evident throughout the school.
- Decision making that is focused on the school vision and mission is shared with teachers, staff, and the community.
- Participation in the planning and delivery of job embedded professional development.
- Using the teacher and principal evaluation system to drive its professional learning opportunities.
- The principal ensuring an equitable, respectful, and supportive environment that is focused on promoting high achievement expectations for all students.

### **Single-Site LEA with a *Targeted Assistance* Title I Program – Not in Improvement Status**

- ☐ We have read pages 1 – 11 and incorporated all required components into our LEA CIP.
- ☐ The requirements contained on pages 12 – 14 have been completed.
- ☐ We're done!





# ***Standards for Effective LEAs and the Continuous Improvement Plan***

## ***Single-Site LEA with a Schoolwide Title I Programs – Not in Improvement Status***

1. Complete and upload the “Significant Revisions to ESEA Application and Continuous Improvement Plan” document in the GME system under Sections/Title I/Related Documents. The template will be provided there for you.
2. Write a goal statement for **each** Standard listed on pages 4 – 6.
  - Example of a SMART goal (required for Standard 4): *Using a Scientifically Based Research intervention model, 6<sup>th</sup> - 8<sup>th</sup> grade TI students meeting or exceeding on AIMS Reading and Math scores will increase from 70% to 85% by June of SY15.*
  - In order to fulfill the goal requirement for a school-level plan in the LEA CIP, an additional goal is required:
    - *To improve student achievement as measured by reading and mathematics achievement, English language proficiency, attendance, and graduation rate.*

3. Write at least one strategy for each Standard for how you intend to achieve your goal. **Note required strategy topics under Standards 1 & 4** (pages 4 - 5).

Strategy: the **tool or method** selected to achieve a goal. A strategy is . . .

- Systematic and organized
- Action oriented – The strategy statement must indicate action. It should be . . .
  - Goal-based
  - Research or evidence based
  - Logical
- Example: *Implement a **scientifically based research (SBR) intervention model** for all low achieving 6<sup>th</sup> – 8<sup>th</sup> graders to significantly increase scores on the state assessments for reading and math.*

4. Write at least one action step for how you intend to implement each strategy. [Use applicable Plan Tags here \(see page 10\).](#)

Action Step: a specific effort undertaken to implement a strategy. Action steps . . .

- Are clearly stated intentions, succinctly written, and begin with a verb
- State how the strategy will be implemented: when, who, how and with what resources
- Are specific and doable within the established timeframe for reaching your goal
- Must include an evaluation to determine the success of your strategy in achieving the stated goal
- Examples (based on the strategy provided above):
  - *Research and select the SBR intervention model*
  - *Provide PD for teachers on selected intervention*
  - *Evaluate the effectiveness of the PD*
  - *Evaluate the effectiveness of the intervention*



# ***Standards for Effective LEAs and the Continuous Improvement Plan***

## ***Single-Site LEA with a Schoolwide Title I Programs – [Not in Improvement Status](#)***

5. Incorporate the following [required](#) school-level plan components into your LEA CIP:

### **Strengthen Instruction for All Students**

- Whole school reform – [Response to Intervention/Multi-tier System of Supports](#) or other research-based model
- Instruction by Highly Qualified teachers and paraprofessionals: [Highly Qualified Information for Teachers and Administrators](#)
- Equitable distribution of effective teachers (maintaining equity so poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers)

### **Intervention Program for Struggling Students**

- Scientifically based research (SBR) programs
- Integrated with regular classrooms' standards-based curriculum

### **Data-driven Decision Making**

- Systematic assessment and data collection processes

### **Coordinated and Comprehensive Services**

- Integration of programs
- Transition programs (required for pre-K to K)
- ECAPs (Education and Career Action Plans): [Required](#) for high school; recommended for grades 5 – 8  
[ECAPs Guidance](#)
- Parent and family engagement required

### **Plan Development, Implementation, and Evaluation**

- External technical assistance
- LEA support of its schoolwide school in the delivery of its schoolwide reform strategy(ies)
- Annual evaluations of the plan
- Identification of SW type (SW1, SW2, or SW3) and the programs included within the SW plan/budget in strategies and/or action steps. Use the “SW” [Plan Tag](#) at the action step level (see page 10).
- SW plan committee (including all stakeholders)



# ***Standards for Effective LEAs and the Continuous Improvement Plan***

## ***Single-Site LEA with a Schoolwide Title I Programs – [Not in Improvement Status](#)***

6. **Optional:** For a more comprehensive plan, incorporate the following via strategies and/or action steps in your LEA CIP:

### **Provide Strong School Leadership**

#### Effective school leadership includes:

- A shared vision and mission are evident throughout the school.
- Decision making that is focused on the school vision and mission is shared with teachers, staff, and the community.
- Participation in the planning and delivery of job embedded professional development.
- Using the teacher and principal evaluation system to drive its professional learning opportunities.
- The principal ensuring an equitable, respectful, and supportive environment that is focused on promoting high achievement expectations for all students.

### **Strengthen Instruction for All Students**

- Subject-related professional development
- Coaching – [Title I Instructional Coach Guidelines](#)
- Curriculum alignment and articulation
- Classroom walk-throughs

### **Data-driven Decision Making**

- Data analysis-related professional development
- Job-embedded time for data analysis and instruction planning

### **Coordinated and Comprehensive Services**

- Dropout prevention
- Positive school climate focused on achievement:
  - High expectations for academic achievement for all students are evident throughout the school environment
  - The school environment is driven by a clear plan for school safety and codes of conduct for staff and students
  - Discipline plans and procedures reflect equity and a respect for diversity in all areas.
  - The physical environment is clean and orderly.
  - Support is provided for students at key transition points: pre-K through kindergarten, elementary through middle school, and middle school through high school.



## ***Standards for Effective LEAs and the Continuous Improvement Plan***

### ***Single-Site LEA with a Schoolwide Title I Programs – Not in Improvement Status***

- Family and Community Engagement:
  - Families are invited to participate in school activities and programs.
  - Families are informed of opportunities that may help students who struggle in school.
  - Families and community members are invited and encouraged to participate in school improvement efforts.
  - School personnel actively seek out community participation in school activities and planning.
  - Parent and family engagement strategies are focused on increasing student achievement.

#### **Single-Site LEA with a *Schoolwide* Title I Program – Not in Improvement Status**

- ☐ We have read pages 1 – 11 and incorporated all required components into our LEA CIP.
- ☐ The requirements contained on pages 15 – 18 have been completed.
- ☐ We're done!





# ***Standards for Effective LEAs and the Continuous Improvement Plan***

## ***Single-Site LEA with a Targeted Assistance Title I Program – In Improvement Status***

***Improvement Statuses: Pre-Intervention, Focus, Priority, and SIG Priority***

1. Complete and upload the “Significant Revisions to ESEA Application and Continuous Improvement Plan” document in the GME system under Sections/Title I/Related Documents. The template will be provided there for you.
2. Write a goal statement for ***each*** Standard listed on pages 4 – 6.
  - Remember! Standard 4 must be written in **SMART** goal format: **Strategic, Measurable, Attainable, Results-based, and Time-bound**. All goals are required to have strategies and action steps to support their achievement.
  - In order to fulfill the goal requirement for a school-level plan in the LEA CIP, an additional SMART goal is required that addresses how the school will improve student achievement as measured by reading and mathematics achievement, English language proficiency, attendance, and graduation rate. Arizona’s ESEA Flexibility Request identifies revised AMOs for reading and mathematics that should be used along with other measures when writing the SMART goal.
  - **Example:** *(School) will improve student achievement for all grades in Reading by \_\_\_\_% moving from \_\_\_\_% mastery in Spring 2014 to \_\_\_\_% mastery in Spring 2015 as measured by the Arizona state assessment. (School) will improve student achievement for all grades in Math by \_\_\_\_% moving from \_\_\_\_% mastery in Spring 2014 to \_\_\_\_% mastery in Spring 2015 as measured by the Arizona state assessment; increase % English language proficiency by \_\_\_\_% moving from \_\_\_\_% in 2014 to \_\_\_\_% in 2015; increase attendance by \_\_\_\_% moving from \_\_\_\_% in 2014 to \_\_\_\_% in 2015; (if applicable) Increase graduation rate by \_\_\_\_% from \_\_\_\_% to \_\_\_\_% according to ADE calculations.*
3. Write at least one strategy for each Standard for how you intend to achieve your goal. **Note required strategy topics under Standards 1 & 4** (pages 4 - 5).

Strategy: the **tool or method** selected to achieve a goal. A strategy is . . .

- Systematic and organized
- Action oriented – The strategy statement must indicate action. It should be . . .
  - Goal-based
  - Research or evidence based
  - Logical
- Example: *Implement a **scientifically based research (SBR) intervention model** for all low achieving students to significantly increase scores on the state assessments for reading and math.*



# ***Standards for Effective LEAs and the Continuous Improvement Plan***

## ***Single-Site LEA with a Targeted Assistance Title I Program – In Improvement Status***

**Improvement Statuses: *Pre-Intervention*, *Focus*, *Priority*, and *SIG Priority***

4. Write at least one action step for how you intend to implement each strategy. [Use applicable Plan Tags here \(see page 10\)](#).

Action Step: a specific effort undertaken to implement a strategy. Action steps . . .

- Are clearly stated intentions, succinctly written, and begin with a verb
- State how the strategy will be implemented: when, who, how and with what resources
- Are specific and doable within the established timeframe for reaching your goal
- Must include an evaluation to determine the success of your strategy in achieving the stated goal
  - Examples (based on the strategy provided above):
    - *Research and select the SBR intervention model*
    - *Provide PD for teachers on selected intervention*
    - *Evaluate the effectiveness of the PD*
    - *Evaluate the effectiveness of the intervention*

5. Due to your school's improvement status, [two more SMART goals](#) are required to be incorporated into your LEA CIP:

- To improve student achievement by addressing the academic needs of the bottom 25% of the student population in Reading.
  - **Example:** *(School) will improve student achievement in Reading for students in the bottom quartile. Reading achievement of students in the bottom quartile will increase by \_\_\_\_% moving from \_\_\_\_% mastery in Spring 2014 to \_\_\_\_% mastery in Spring 2015 as measured by the Arizona state assessment.*
- To improve student achievement by addressing the academic needs of the bottom 25% of the student population in Math.
  - **Example:** *(School) will improve student achievement in Math for students in the bottom quartile. Math achievement of students in the bottom quartile will increase by \_\_\_\_% moving from \_\_\_\_% mastery in Spring 2014 to \_\_\_\_% mastery in Spring 2015 as measured by the Arizona state assessment.*

6. In addition to the achievement goals, schools in **Focus**, **Priority**, and **SIG Priority** status will also have to [write two goals](#) for the culture survey and for teacher performance.



# Standards for Effective LEAs and the Continuous Improvement Plan

## Single-Site LEA with a Targeted Assistance Title I Program – In Improvement Status

Improvement Statuses: **Pre-Intervention**, **Focus**, **Priority**, and **SIG Priority**

7. Follow the instructions below, based on your school's School Improvement status:

**Pre-Intervention** – Goal 2 & 3: Develop strategies and action steps aligned to the 7 Turnaround Principles for achievement

- Use **Pre-Intervention** Plan Tags at the action step level: **PreInter** (See page 10.)
- Use the Turnaround Principle Plan Tags on the right as indicated in the required components on pages 22-24.

Princip-1

**Focus** – Goal 2 & 3: Develop strategies and action steps aligned to the 7 Turnaround Principles for achievement

- Use **Focus** Plan Tags at the action step level: **Focus** (See page 10.)
- Use the Turnaround Principle Plan Tags on the right as indicated in the required components on pages 22-24.

Princip-2

Princip-3

Princip-4

**NOTE:** Principle 5: Data Informs Instruction is required for all Focus Schools

Princip-5

**Priority** – Goal 2 & 3: Develop strategies and action steps aligned to the 7 Turnaround Principles for achievement

- Use **Priority** Plan Tags at the action step level: **Priority** (See page 10.)
- Use the Turnaround Principle Plan Tags on the right as indicated in the required components on pages 22-24.

Princip-6

Princip-7

**SIG Priority** (SIG funded) – Goal 2 & 3: Develop strategies and action steps aligned to the 7 Turnaround Principles for achievement

- Use all **Turnaround** or **Transformation** Plan Tags at the action step level: **Transform** **SIG-Priori** **Turnaround** (See page 10.)

**Self-Readiness Assessment** – Schools in Improvement are required to complete the School Improvement Self-Readiness Assessment (SRA). This document will be available on the LEAs instrument dashboard to be completed and submitted in the ALEAT system. It is currently available here: [SII Self-Readiness Assessment SY14-15](#).

The SRA is a mandatory component of Arizona's school improvement process for LEAs and schools in **Focus**, **Priority**, and **Pre-intervention** status. The SRA is designed to engage the school community in an in-depth evaluation of the seven Turnaround Principles and must be completed in collaboration with staff and other stakeholders for each school in improvement status. The findings from the SRA are intended to direct the development of the school's continuous improvement plan (SCIP). Primary concerns, successes, and root causes will be identified and action steps necessary to either maintain successes or address concerns will be recorded in the SRA. Note that this is not an evaluation as in "grading" the school. It is valuable in showing where schools are and what next steps are appropriate. Strategies and action steps included in the SCIP should align with findings from the SRA as well as address the school's reason for identification as a **Focus**, **Priority**, or **Pre-intervention** School.



# ***Standards for Effective LEAs and the Continuous Improvement Plan***

## ***Single-Site LEA with a Targeted Assistance Title I Program – In Improvement Status***

***Improvement Statuses: Pre-Intervention, Focus, Priority, and SIG Priority***

***This section aligns with the Self-Readiness Assessment for School Improvement.***

8. Incorporate the following **required** school-level plan components into your LEA CIP to meet Title I and School Improvement requirements for the school's continuous improvement plan (SCIP):

### **A. School Leadership**

#### **Title I requirements:**

- Providing Strong Leadership

#### **Effective school leadership includes:**

- A shared vision and mission are evident throughout the school.
- Decision making that is focused on the school vision and mission is shared with teachers, staff, and the community.
- Participation in the planning and delivery of job embedded professional development.
- Using the teacher and principal evaluation system to drive its professional learning opportunities.
- The principal ensuring an equitable, respectful, and supportive environment that is focused on promoting high achievement expectations for all students.

#### **School Improvement requirements:**

Please review findings from this section of your completed **SRA** to direct the development of strategies and action steps for the SCIP.

#### ***Turnaround Principle -1: Strong Effective Leadership***

### **B. Strengthen Instruction for All Students**

#### **Title I requirements:**

- Focused professional development based on the needs of the Title I staff and teachers of Title I students

#### **School Improvement requirements:**

Please review findings from this section of your completed **SRA** to direct the development of strategies and action steps for the SCIP.

#### ***Turnaround Principle – 2: Effective Teachers***

#### ***Turnaround Principle – 4: Strengthen Instructional Program for All Based on Student Needs***



# ***Standards for Effective LEAs and the Continuous Improvement Plan***

## ***Single-Site LEA with a Targeted Assistance Title I Program – In Improvement Status***

***Improvement Statuses: Pre-Intervention, Focus, Priority, and SIG Priority***

### **C. Targeted Interventions in Reading and Mathematics for Most Academically At-risk**

#### **Title I requirements:**

- Extended learning time (push-in/pull-out, before/after school, summer school, intersession, school year extension programs) is aligned with regular classrooms' standards-based curriculum

#### **School Improvement requirements:**

Please review findings from this section of your completed **SRA** to direct the development of strategies and action steps for the SCIP.

***Turnaround Principle – 2: Effective Teachers***

***Turnaround Principle – 3: Additional Instruction Time***

***Turnaround Principle – 4: Strengthen Instructional Program Based on Student Needs***

### **D. Data-driven Decision Making**

#### **Title I requirements:**

- Placement criteria for targeted assistance program (how you choose students for TI intervention)
- Time for data analysis and instructional planning
- Program exit criteria (how you determine when students are ready to leave the TI program)

#### **School Improvement requirements:**

Please review findings from this section of your completed **SRA** to direct the development of strategies and action steps for the SCIP.

***Turnaround Principle – 5: Data Informs Instruction***

### **E. Coordinated and Comprehensive Services**

#### **Title I requirements:**

- ECAPs (Education and Career Action Plans): Required for high school; recommended for grades 5 – 8  
[ECAPs Guidance](#)
- Parent and Family Engagement Required  
Family and Community Engagement:
  - Families are invited to participate in school activities and programs.



# ***Standards for Effective LEAs and the Continuous Improvement Plan***

## ***Single-Site LEA with a Targeted Assistance Title I Program – In Improvement Status***

***Improvement Statuses: Pre-Intervention, Focus, Priority, and SIG Priority***

- Parent and Family Engagement Required continued  
Family and Community Engagement:
  - Families are informed of opportunities that may help students who struggle in school.
  - Families and community members are invited and encouraged to participate in school improvement efforts.
  - School personnel actively seek out community participation in school activities and planning.
  - Parent and family engagement strategies are focused on increasing student achievement.
  - School leadership continually assesses the quality and impact of its parent/community communication system, utilizing multiple strategies.
  - Communication strategies are culturally and linguistically appropriate (in a format and, to the extent possible, a language that parents can understand).

### **School Improvement requirements:**

Please review findings from this section of your completed **SRA** to direct the development of strategies and action steps for the SCIP.

### ***Turnaround Principle – 6: School Environment Focused on Achievement/Non-Academic Factors Affecting Student Achievement***

### ***Turnaround Principle – 7: Engaging Families and Communities***

## **F. Plan Development, Implementation, and Evaluation**

### **Title I requirements:**

- Annual evaluations of plans
- Use the “TA” **Plan Tag** for targeted assistance program at the action step level.

### **School Improvement requirements:**

- Well-defined plan for external technical assistance and LEA support for school improvement efforts.
- A comprehensive plan to monitor and evaluate implementation of the school’s improvement plan strategies and action steps.



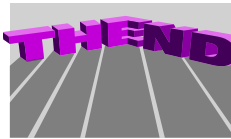
# ***Standards for Effective LEAs and the Continuous Improvement Plan***

## ***Single-Site LEA with a Targeted Assistance Title I Program – In Improvement Status***

***Improvement Statuses: Pre-Intervention, Focus, Priority, and SIG Priority***

### **Single-Site LEA with a Targeted Assistance Title I Program – In Improvement Status**

- ☐ We have read pages 1 – 11 and incorporated all required components into our LEA CIP.
- ☐ The requirements contained on pages 19 – 25 have been completed.
- ☐ We're done!



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#### ➤ **PLEASE NOTE:**

- Multiple-site LEAs with all Targeted Assistance Title I Programs – **In Improvement Status**, return to page 41 when done.
- Multiple-site LEAs with all Schoolwide Title I Programs – **In Improvement Status**, return to page 43 when done.
- Multiple-site LEAs with Targeted Assistance **and** Schoolwide Title I Programs – **All Statuses**, return to page 45 when done.



# ***Standards for Effective LEAs and the Continuous Improvement Plan***

## ***Single-Site LEA with a Schoolwide Title I Program – In Improvement Status***

### ***Improvement Statuses: Pre-Intervention, Focus, Priority, and SIG Priority***

1. Complete and upload the “Significant Revisions to ESEA Application and Continuous Improvement Plan” document in the GME system under Sections/Title I/Related Documents. The template will be provided there for you.
2. Write a goal statement for ***each*** Standard listed on pages 4 – 6.
  - Remember! Standard 4 must be written in **SMART** goal format: **Strategic, Measurable, Attainable, Results-based, and Time-bound**. All goals are required to have strategies and action steps to support their achievement.
  - In order to fulfill the goal requirement for a school-level plan in the LEA CIP, an additional SMART goal is required that addresses how the school will improve student achievement as measured by reading and mathematics achievement, English language proficiency, attendance, and graduation rate. Arizona’s ESEA Flexibility Request identifies revised AMOs for reading and mathematics that should be used along with other measures when writing the SMART goal.
  - **Example:** *(School) will improve student achievement for all grades in Reading by \_\_\_\_% moving from \_\_\_\_% mastery in Spring 2014 to \_\_\_\_% mastery in Spring 2015 as measured by the Arizona state assessment. (School) will improve student achievement for all grades in Math by \_\_\_\_% moving from \_\_\_\_% mastery in Spring 2014 to \_\_\_\_% mastery in Spring 2015 as measured by the Arizona state assessment; increase % English language proficiency by \_\_\_\_% moving from \_\_\_\_% in 2014 to \_\_\_\_% in 2015; increase attendance by \_\_\_\_% moving from \_\_\_\_% in 2014 to \_\_\_\_% in 2015; (if applicable) Increase graduation rate by \_\_\_\_% from \_\_\_\_% to \_\_\_\_% according to ADE calculations.*
3. Write at least one strategy for each Standard for how you intend to achieve your goal. **Note required strategy topics under Standards 1 & 4** (pages 4 - 5).

Strategy: the **tool or method** selected to achieve a goal. A strategy is . . .

  - Systematic and organized
  - Action oriented – The strategy statement must indicate action. It should be . . .
    - Goal-based
    - Research or evidence based
    - Logical
  - Example: *Implement a **scientifically based research (SBR) intervention model** for all low achieving students to significantly increase scores on the state assessments for reading and math.*



# ***Standards for Effective LEAs and the Continuous Improvement Plan***

## ***Single-Site LEA with a Schoolwide Title I Program – In Improvement Status***

**Improvement Statuses: *Pre-Intervention*, *Focus*, *Priority*, and *SIG Priority***

4. Write at least one action step for how you intend to implement each strategy. [Use applicable Plan Tags here \(see page 10\)](#).

Action Step: a specific effort undertaken to implement a strategy. Action steps . . .

- Are clearly stated intentions, succinctly written, and begin with a verb
- State how the strategy will be implemented: when, who, how and with what resources
- Are specific and doable within the established timeframe for reaching your goal
- Must include an evaluation to determine the success of your strategy in achieving the stated goal
  - Examples (based on the strategy provided above):
    - *Research and select the SBR intervention model*
    - *Provide PD for teachers on selected intervention*
    - *Evaluate the effectiveness of the PD*
    - *Evaluate the effectiveness of the intervention*

5. Due to your school's improvement status, [two more SMART goals](#) are required to be incorporated into your LEA CIP:

- To improve student achievement by addressing the academic needs of the bottom 25% of the student population in Reading.
  - **Example:** *(School) will improve student achievement in Reading for students in the bottom quartile. Reading achievement of students in the bottom quartile will increase by \_\_\_\_% moving from \_\_\_\_% mastery in Spring 2014 to \_\_\_\_% mastery in Spring 2015 as measured by the Arizona state assessment.*
- To improve student achievement by addressing the academic needs of the bottom 25% of the student population in Math.
  - **Example:** *(School) will improve student achievement in Math for students in the bottom quartile. Math achievement of students in the bottom quartile will increase by \_\_\_\_% moving from \_\_\_\_% mastery in Spring 2014 to \_\_\_\_% mastery in Spring 2015 as measured by the Arizona state assessment.*

6. In addition to the achievement goals, schools in **Focus**, **Priority** and **SIG Priority** status will also have to [write two goals](#) for the culture survey and for teacher performance.



# Standards for Effective LEAs and the Continuous Improvement Plan

## Single-Site LEA with a Schoolwide Title I Program – In Improvement Status

Improvement Statuses: **Pre-Intervention**, **Focus**, **Priority**, and **SIG Priority**

7. Follow the instructions below, based on your school's School Improvement status:

**Pre-Intervention** – Goal 2 & 3: Develop strategies and action steps aligned to the 7 Turnaround Principles for achievement

- Use **Pre-Intervention** Plan Tags at the action step level: **PreInter** (See page 10.)
- Use the Turnaround Principle Plan Tags on the right as indicated in the required components on pages 29-31.

Principl-1

**Focus** – Goal 2 & 3: Develop strategies and action steps aligned to the 7 Turnaround Principles for achievement

- Use **Focus** Plan Tags at the action step level: **Focus** (See page 10.)
- Use the Turnaround Principle Plan Tags on the right as indicated in the required components on pages 29-31.
- **NOTE:** Principle 5: Data Informs Instruction is *required* for all **Focus** Schools

Principl-2

Principl-3

Principl-4

Principl-5

Principl-6

Principl-7

**Priority** – Goal 2 & 3: Develop strategies and action steps aligned to the 7 Turnaround Principles for achievement

- Use **Priority** Plan Tags at the action step level: **Priority** (See page 10.)
- Use the Turnaround Principle Plan Tags on the right as indicated in the required components on pages 29-31.

**SIG Priority** (SIG funded) – Goal 2 & 3: Develop strategies and action steps aligned to the 7 Turnaround Principles for achievement

- Use all **Turnaround** or **Transformation** Plan Tags at the action step level: **Transform** **SIG-Priori** (See page 10.)

Turnaround

**Self-Readiness Assessment** – Schools in Improvement are required to complete the School Improvement Self-Readiness Assessment (SRA). This document will be available on the LEAs instrument dashboard to be completed and submitted in the ALEAT system. It is currently available here: [SII Self-Readiness Assessment SY14-15](#).

The SRA is a mandatory component of Arizona's school improvement process for LEAs and schools in **Focus**, **Priority**, and **Pre-intervention** status. The SRA is designed to engage the school community in an in-depth evaluation of the seven Turnaround Principles and must be completed in collaboration with staff and other stakeholders for each school in improvement status. The findings from the SRA are intended to direct the development of the school's continuous improvement plan (SCIP). Primary concerns, successes, and root causes will be identified and action steps necessary to either maintain successes or address concerns will be recorded in the SRA. Note that this is not an evaluation as in "grading" the school. It is valuable in showing where schools are and what next steps are appropriate. Strategies and action steps included in the SCIP should align with findings from the SRA as well as address the school's reason for identification as a **Focus**, **Priority**, or **Pre-intervention** School.



# ***Standards for Effective LEAs and the Continuous Improvement Plan***

## ***Single-Site LEA with a Schoolwide Title I Program – In Improvement Status***

***Improvement Statuses: Pre-Intervention, Focus, Priority, and SIG Priority***

***This section aligns with the Self-Readiness Assessment for School Improvement.***

8. Incorporate the following **required** school-level plan components into your LEA CIP to meet Title I and School Improvement requirements for the school's continuous improvement plan (SCIP):

### **A. School Leadership**

#### **Title I requirements:**

- Providing Strong Leadership

#### **Effective school leadership includes:**

- A shared vision and mission are evident throughout the school.
- Decision making that is focused on the school vision and mission is shared with teachers, staff, and the community.
- Participation in the planning and delivery of job embedded professional development.
- Using the teacher and principal evaluation system to drive its professional learning opportunities.
- The principal ensuring an equitable, respectful, and supportive environment that is focused on promoting high achievement expectations for all students.

#### **School Improvement requirements:**

Please review findings from this section of your completed **SRA** to direct the development of strategies and action steps for the SCIP.

#### ***Turnaround Principle -1: Strong Effective Leadership***

### **B. Strengthen Instruction for All Students**

#### **Title I requirements:**

- Whole school reform (MTSS/RTI)
- Instruction by Highly Qualified teachers and paraprofessionals: [Highly Qualified Information for Teachers and Administrators](#)
- Equitable distribution of effective teachers (maintaining equity so poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers)



# ***Standards for Effective LEAs and the Continuous Improvement Plan***

## ***Single-Site LEA with a Schoolwide Title I Program – In Improvement Status***

***Improvement Statuses: Pre-Intervention, Focus, Priority, and SIG Priority***

### **School Improvement requirements:**

Please review findings from this section of your completed **SRA** to direct the development of strategies and action steps for the SCIP.

***Turnaround Principle – 2: Effective Teachers***

***Turnaround Principle – 4: Strengthen Instructional Program for All Based on Student Needs***

## **C. Intervention Program for Struggling Students**

### **Title I requirements:**

- Scientifically based research (SBR) programs
- Integrated with regular classrooms' standards-based curriculum

### **School Improvement requirements:**

Please review findings from this section of your completed **SRA** to direct the development of strategies and action steps for the SCIP.

***Turnaround Principle – 2: Effective Teachers***

***Turnaround Principle – 3: Additional Instruction Time***

***Turnaround Principle – 4: Strengthen Instructional Program Based on Student Needs***

## **D. Data-driven Decision Making**

- Systematic assessment and data collection processes

### **School Improvement requirements:**

Please review findings from this section of your completed **SRA** to direct the development of strategies and action steps for the SCIP.

***Turnaround Principle – 5: Data Informs Instruction***



# ***Standards for Effective LEAs and the Continuous Improvement Plan***

## ***Single-Site LEA with a Schoolwide Title I Program – In Improvement Status***

***Improvement Statuses: Pre-Intervention, Focus, Priority, and SIG Priority***

### **E. Coordinated and Comprehensive Services**

#### **Title I requirements:**

- Integration of programs
- Transition programs (required for pre-K to K)
- ECAPs (Education and Career Action Plans): Required for high school; recommended for grades 5 – 8  
[ECAPs Guidance](#)
- Parent and family engagement
- Positive School Climate Focused on Achievement:
  - High expectations for academic achievement for all students are evident throughout the school environment.
  - The school environment is driven by a clear plan for school safety and codes of conduct for staff and students.
  - Discipline plans and procedures reflect equity and a respect for diversity in all areas.
  - The physical environment is clean and orderly.
  - Support is provided for students at key transition points: pre-K through kindergarten, elementary through middle school, and middle school through high school.

#### **School Improvement requirements:**

Please review findings from this section of your completed **SRA** to direct the development of strategies and action steps for the SCIP.

***Turnaround Principle – 6: School Environment Focused on Achievement/Non-Academic Factors Affecting Student Achievement***

***Turnaround Principle – 7: Engaging Families and Communities***

### **F. Plan Development, Implementation, and Evaluation**

#### **Title I requirements:**

- External technical assistance
- LEA support of its school in the delivery of its schoolwide reform strategies



# ***Standards for Effective LEAs and the Continuous Improvement Plan***

## ***Single-Site LEA with a Schoolwide Title I Program – In Improvement Status***

**Improvement Statuses:** *Pre-Intervention, Focus, Priority, and SIG Priority*

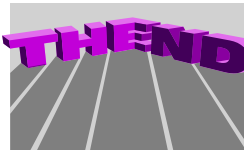
- Annual evaluations of the plan
- Identification of SW type (SW1, SW2, or SW3) and the programs included within the SW plan/budget in strategies and/or action steps. Use the “SW” **Plan Tag** at the action step level (see page 10).
- SW plan committee (including all stakeholders)

### **School Improvement requirements:**

- Well-defined plan for external technical assistance and LEA support for school improvement efforts.
- A comprehensive plan to monitor and evaluate implementation of the school’s improvement plan strategies and action steps.

### **Single-Site LEA with a Schoolwide Title I Program – In Improvement Status**

- ☐ We have read pages 1 – 11 and incorporated all required components into my LEA and School CIPs.
- ☐ The requirements contained on pages 26 – 32 have been completed.
- ☐ We’re done!



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### **PLEASE NOTE:**

- Multiple-site LEAs with all Targeted Assistance Title I Programs – **In Improvement Status**, return to page 41 when done.
- Multiple-site LEAs with all Schoolwide Title I Programs – **In Improvement Status**, return to page 43 when done.
- Multiple-site LEAs with Targeted Assistance **and** Schoolwide Title I Programs – **All Statuses**, return to page 45 when done.



# ***Standards for Effective LEAs and the Continuous Improvement Plan***

## ***Multiple-Site LEA with all Targeted Assistance Title I Programs – Not in Improvement Status***

School districts and charter holders with more than one school, must write **both** an LEA Continuous Improvement Plan (LEA CIP) and a *School* Continuous Improvement Plan (SCIP) for **each** of their Title I schools.

Follow the directions below to complete both the LEA CIP and the SCIP.

### **LEA Continuous Improvement Plan**

1. Complete and upload the “Significant Revisions to ESEA Application and Continuous Improvement Plan” document in the GME system under Sections/Title I/Related Documents. The template will be provided there for you.
2. Write a goal statement for **each** Standard listed on pages 4 – 6.
  - Example of a SMART goal (required for Standard 4): *Using a Scientifically Based Research intervention model, 6<sup>th</sup> - 8<sup>th</sup> grade TI students meeting or exceeding on AIMS Reading and Math scores will increase from 70% to 85% by June of SY2015.*
3. Write at least one strategy for each Standard for each goal for how you intend to achieve your goal. **Note required strategy topics under Standards 1 & 4** (pages 4 - 5).

Strategy: the **tool or method** selected to achieve a goal. A strategy is . . .

- Systematic and organized
- Action oriented – The strategy statement must indicate action. It should be . . .
  - Goal-based
  - Research or evidence based
  - Logical
- Example: *Implement a **scientifically based research (SBR) intervention model** for all low achieving 6<sup>th</sup> – 8<sup>th</sup> graders to significantly increase scores on the state assessments for reading and math.*

4. Write at least one action step for how you intend to implement each strategy. [Use applicable Plan Tags here \(see page 10\)](#).

Action Step: a specific effort undertaken to implement a strategy. Action steps . . .

- Are clearly stated intentions, succinctly written, and begin with a verb
- State how the strategy will be implemented: when, who, how and with what resources
- Are specific and doable within the established timeframe for reaching your goal
- Must include an evaluation to determine the success of your strategy in achieving the stated goal



# ***Standards for Effective LEAs and the Continuous Improvement Plan***

## ***Multiple-Site LEA with all Targeted Assistance Title I Programs – *Not in Improvement Status****

- Examples (based on the strategy provided above):
  - *Research and select the SBR intervention model*
  - *Provide PD for teachers on selected intervention*
  - *Evaluate the effectiveness of the PD*
  - *Evaluate the effectiveness of the intervention*

### **School Continuous Improvement Plans**

The following school-level plan components are **REQUIRED** for each targeted assistance Title I school:

#### **1. Strengthen instruction for all students**

- Focused professional development based on the needs of the Title I staff and teachers of Title I students

#### **2. Targeted interventions in reading and mathematics for most academically at-risk**

- Extended learning time (push-in/pull-out, before/after school, summer school, intersession, school year extension programs)
- Aligned with regular classrooms' standards-based curriculum

#### **3. Data-driven decision making**

- Placement criteria for targeted assistance program (how you choose students for TI intervention)
- Time for data analysis and instructional planning
- Program exit criteria (how you determine when students are ready to leave the TI program)

#### **4. Coordinated and comprehensive services**

- Parent and family engagement required
- ECAPs (Education and Career Action Plans): Required for high school; recommended for grades 5 – 8

[ECAPs Guidance](#)

#### **Family and Community Engagement:**

- Families are invited to participate in school activities and programs.
- Families are informed of opportunities that may help students who struggle in school.



## ***Standards for Effective LEAs and the Continuous Improvement Plan***

### ***Multiple-Site LEA with all Targeted Assistance Title I Programs – **Not in Improvement Status*****

- Families and community members are invited and encouraged to participate in school improvement efforts.
- School personnel actively seek out community participation in school activities and planning.
- Parent and family engagement strategies are focused on increasing student achievement.

#### **5. Plan development, implementation, and evaluation**

- LEA support of its targeted school in the delivery of its targeted supplemental TI program
- Annual evaluations of the plan

The following school-level plan components are **OPTIONAL** for each targeted assistance Title I school not in improvement and provide for a more comprehensive plan:

#### **6. Provide strong school leadership**

Effective school leadership includes:

- A shared vision and mission are evident throughout the school.
- Decision making that is focused on the school vision and mission is shared with teachers, staff, and the community.
- Participation in the planning and delivery of job embedded professional development.
- Using the teacher and principal evaluation system to drive its professional learning opportunities.
- The principal ensuring an equitable, respectful, and supportive environment that is focused on promoting high achievement expectations for all students.

### ***Multiple-Site LEA with all Targeted Assistance Title I Programs – **Not in Improvement Status*****

- ☐ We have read pages 1 – 11 and incorporated all required components into our LEA and School CIPs.
- ☐ The requirements contained on pages 33 – 35 have been completed.
- ☐ We're done!



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**PLEASE NOTE:** Multiple-site LEA with Targeted Assistance and Schoolwide Title I Programs – **All Statuses**, return to page 45 when done.



# ***Standards for Effective LEAs and the Continuous Improvement Plan***

## ***Multiple-Site LEA with all Schoolwide Title I Programs – Not in Improvement Status***

School districts and charter holders with more than one school, must write **both** an LEA Continuous Improvement Plan (LEA CIP) and a *School* Continuous Improvement Plan (SCIP) for **each** of their Title I schools.

Follow the directions below to complete both the LEA CIP and the SCIP.

### **LEA Continuous Improvement Plan**

1. Complete and upload the “Significant Revisions to ESEA Application and Continuous Improvement Plan” document in the GME system under Sections/Title I/Related Documents. The template will be provided there for you.
2. Write a goal statement for **each** Standard listed on pages 4 – 6.
  - Example of a SMART goal (required for Standard 4): *Using a Scientifically Based Research intervention model, 6<sup>th</sup> - 8<sup>th</sup> grade TI students meeting or exceeding on AIMS Reading and Math scores will increase from 70% to 85% by June of SY2015.*
3. Write at least one strategy for each Standard for each goal for how you intend to achieve your goal. **Note required strategy topics under Standards 1 & 4** (pages 4 - 5).

Strategy: the **tool or method** selected to achieve a goal. A strategy is . . .

- Systematic and organized
- Action oriented – The strategy statement must indicate action. It should be . . .
  - Goal-based
  - Research or evidence based
  - Logical
- Example: *Implement a **scientifically based research (SBR) intervention model** for all low achieving 6<sup>th</sup> – 8<sup>th</sup> graders to significantly increase scores on the state assessments for reading and math.*

4. Write at least one action step for how you intend to implement each strategy. [Use applicable Plan Tags here \(see page 10\)](#).

Action Step: a specific effort undertaken to implement a strategy. Action steps . . .

- Are clearly stated intentions, succinctly written, and begin with a verb
- State how the strategy will be implemented: when, who, how and with what resources
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# ***Standards for Effective LEAs and the Continuous Improvement Plan***

## ***Multiple-Site LEA with all Schoolwide Title I Programs – [Not in Improvement Status](#)***

- Examples (based on the strategy provided above):
  - *Research and select the SBR intervention model*
  - *Provide PD for teachers on selected intervention*
  - *Evaluate the effectiveness of the PD*
  - *Evaluate the effectiveness of the intervention*

### **School Continuous Improvement Plans**

The following school-level plan components are **REQUIRED** for each schoolwide Title I school in your LEA:

#### **1. Strengthen Instruction for All Students**

- Whole school reform (MTSS/RTI or other research-based model)
- Instruction by Highly Qualified teachers and paraprofessionals: [Highly Qualified Information for Teachers and Administrators](#)
- Equitable distribution of effective teachers (maintaining equity so poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers)

#### **2. Intervention Program for Struggling Students**

- Scientifically based research (SBR) programs
- Integrated with regular classrooms' standards-based curriculum

#### **3. Data-driven Decision Making**

- Systematic assessment and data collection processes

#### **4. Coordinated and Comprehensive Services**

- Integration of programs
- Transition programs (required for pre-K to K)
- ECAPs (Education and Career Action Plans): Required for high school; recommended for grades 5 – 8  
[ECAPs Guidance](#)
- Parent and family engagement required



# ***Standards for Effective LEAs and the Continuous Improvement Plan***

## ***Multiple-Site LEA with all Schoolwide Title I Programs – [Not in Improvement Status](#)***

### **5. Plan Development, Implementation, and Evaluation**

- External technical assistance
- LEA support of its schoolwide school in the delivery of its schoolwide reform strategy(ies)
- Annual evaluations of the plan
- Identification of SW type (SW1, SW2, or SW3) and the programs included within the SW plan/budget in strategies and/or action steps. Use the “SW” [Plan Tag](#) at the action step level (see page 10).
- SW plan committee (including all stakeholders)

The following school-level plan components are [OPTIONAL](#) for each schoolwide Title I school in your LEA and provide for a more comprehensive plan:

### **6. Provide Strong School Leadership**

#### Effective school leadership includes:

- A shared vision and mission are evident throughout the school.
- Decision making that is focused on the school vision and mission is shared with teachers, staff, and the community.
- Participation in the planning and delivery of job embedded professional development.
- Using the teacher and principal evaluation system to drive its professional learning opportunities.
- The principal ensuring an equitable, respectful, and supportive environment that is focused on promoting high achievement expectations for all students.

### **7. Strengthen Instruction for All Students**

- Subject-related professional development
- Coaching – [Title I Instructional Coach Guidelines](#)
- Curriculum alignment and articulation
- Classroom walk-throughs

### **8. Data-driven Decision Making**

- Data analysis-related professional development
- Job-embedded time for data analysis and instruction planning



# ***Standards for Effective LEAs and the Continuous Improvement Plan***

## ***Multiple-Site LEA with all Schoolwide Title I Programs – **Not in Improvement Status*****

### **9. Coordinated and Comprehensive Services**

- Dropout prevention

#### Positive school climate focused on achievement:

- High expectations for academic achievement for all students are evident throughout the school environment
- The school environment is driven by a clear plan for school safety and codes of conduct for staff and students
- Discipline plans and procedures reflect equity and a respect for diversity in all areas.
- The physical environment is clean and orderly.
- Support is provided for students at key transition points: pre-K through kindergarten, elementary through middle school, and middle school through high school.

#### Family and Community Engagement:

- Families are invited to participate in school activities and programs.
- Families are informed of opportunities that may help students who struggle in school.
- Families and community members are invited and encouraged to participate in school improvement efforts.
- School personnel actively seek out community participation in school activities and planning.
- Parent and family engagement strategies are focused on increasing student achievement.

### **Multiple-Site LEA with all Schoolwide Title I Programs – **Not in Improvement Status****

- ☐ We have read pages 1 – 11 and incorporated all required components into our LEA and School CIPs.
- ☐ The requirements contained on pages 36 – 39 have been completed.
- ☐ We're done!



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**PLEASE NOTE:** Multiple-site LEA with Targeted Assistance and Schoolwide Title I Programs – **All Statuses**, return to page 45 when done.



# ***Standards for Effective LEAs and the Continuous Improvement Plan***

## ***Multiple-Site LEAs with all Targeted Assistance Programs – In Improvement Status***

School districts and charter holders with more than one school, must write **both** an LEA Continuous Improvement Plan (LEA CIP) and a School Continuous Improvement Plan (SCIP) for **each** of their Title I schools. Schools in improvement, have additional requirements. Follow the directions below to complete both the LEA CIP and the SCIP.

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Action Step: a specific effort undertaken to implement a strategy. Action steps . . .

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# Standards for Effective LEAs and the Continuous Improvement Plan

## Multiple-Site LEAs with all Targeted Assistance Programs – *In Improvement Status*

- Examples of action steps (based on the strategy provided above):
  - *Research and select the SBR intervention model*
  - *Provide and evaluate the effectiveness of PD for teachers on selected intervention*
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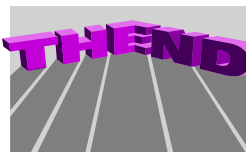
### School Continuous Improvement Plans

Title I schools that have a School Improvement label (*Pre-Intervention, Focus, Priority, and SIG Priority*) will find the required goals for schools in improvement on the pages listed below. Incorporate these goals into the plans for all Targeted Assistance schools in improvement.

5. Targeted Assistance – *In Improvement* ..... 19-25

6. Return here after completing page 25.

- ☐ We have read pages 1 – 11 and incorporated all required components into our LEA and School CIPs.
- ☐ The requirements contained on pages 40 – 41 have been completed.
- ☐ We're done!



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**PLEASE NOTE:** Multiple-site LEA with Targeted Assistance and Schoolwide Title I Programs – *All Statuses*, return to page 45 when done.



# ***Standards for Effective LEAs and the Continuous Improvement Plan***

## ***Multiple-Site LEAs with all Schoolwide Programs – In Improvement Status***

School districts and charter holders with more than one school, must write **both** an LEA Continuous Improvement Plan (LEA CIP) and a *School* Continuous Improvement Plan (SCIP) for **each** of their Title I schools. Schools in improvement, have additional requirements. Follow the directions below to complete both the LEA CIP and the SCIP.

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# Standards for Effective LEAs and the Continuous Improvement Plan

## Multiple-Site LEAs with all Schoolwide Programs – *In Improvement Status*

- Examples of action steps (based on the strategy provided above):
  - *Research and select the SBR intervention model*
  - *Provide and evaluate the effectiveness of PD for teachers on selected intervention*
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## School Continuous Improvement Plans

Title I schools that have a School Improvement label (*Pre-Intervention, Focus, Priority, and SIG Priority*) will find the required goals for schools in improvement on the pages listed below. Incorporate these goals into the plans for all Schoolwide schools in improvement.

5. Schoolwide – *In Improvement* ..... 26-32

6. Return here after completing page 32.

- ☐ We have read pages 1 – 11 and incorporated all required components into our LEA and School CIPs.
- ☐ The requirements contained on pages 42 – 43 have been completed.
- ☐ We're done!





# ***Standards for Effective LEAs and the Continuous Improvement Plan***

## ***Multiple-Site LEA with Targeted Assistance & Schoolwide Title I Programs – All Statuses***

School districts and charter holders with more than one school, must write **both** an LEA Continuous Improvement Plan (LEA CIP) and a *School* Continuous Improvement Plan (SCIP) for **each** of their Title I schools. Schools in improvement, have additional requirements. Follow the directions below to complete both the LEA CIP and the SCIP.

### **LEA Continuous Improvement Plan**

1. Complete and upload the “Significant Revisions to ESEA Application and Continuous Improvement Plan” document in the GME system under Sections/Title I/Related Documents. The template will be provided there for you.
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# Standards for Effective LEAs and the Continuous Improvement Plan

## Multiple-Site LEA with Targeted Assistance & Schoolwide Title I Programs – All Statuses

- Examples of action steps (based on the strategy provided above):
  - Research and select the SBR intervention model
  - Provide and evaluate the effectiveness of PD for teachers on selected intervention
  - Evaluate the effectiveness of the intervention

### School Continuous Improvement Plans

5. Follow the directions below to complete SCIP requirements for targeted assistance and schoolwide schools in your LEA.

Go to the applicable pages listed below to write plans for both Targeted Assistance and Schoolwide Title I schools that do not have a School Improvement label.

Targeted Assistance – Not in Improvement (School Continuous Improvement Plans) ..... 34-35

Schoolwide – Not in Improvement (School Continuous Improvement Plans) ..... 37-39

Go to the applicable pages below to find the required goals for Title I schools that have a School Improvement label (*Pre-Intervention*, *Focus*, *Priority*, and *SIG Priority*). Incorporate these goals into the plans for both Targeted Assistance and Schoolwide schools in improvement.

Targeted Assistance – In Improvement ..... 19-25

Schoolwide – In Improvement ..... 26-32

6. Return here after completing applicable pages listed above.

- ☐ We have read pages 1 – 11 and incorporated all required components into our LEA and School CIPs.
- ☐ The requirements contained on pages 44 – 45 have been completed.
- ☐ We're done!

